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ABSTRACT

Two articles are presented relevant to media and adult learning. In the first article, "The Pedagogy of Communication: Conscientization through Mass Media," David G. Gueulette sets forth ideas derived from Freire's theory of literacy training and suggests means by which effective teaching strategies can be developed through popular mass media techniques for the enhancement of "conscientization" of critical consciousness among adult learners. The emergence of critical consciousness can lead to re-socialization or meaningful change in the viewpoint of adults. In the second article, Sandra Gruetter Migocki and George Y. Travis study the use and cost effectiveness of the videotape program, "Basic Education: Teaching the Adult," a thirty-two-lesson videotape series for the training of teachers of adult basic education developed by the Maryland State Department of Education. The authors conclude that the format is feasible and within the economic grasp of states and territories, but that it may need individualizing in some cases. Following the articles is a book review of "The Free University: A Model for Lifelong Learning," by Bill Draves. (KC)

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MEDIA ADULT LEARNING

Volume 3, Number 1

Winter, 1981

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A MESSAGE TO SECTION MEMBERS

I'm sure you share my joy on the occasion of another issue of MAL being distributed. Transfer of the journal from Northern Illinois to Kansas State is complete; both schools have been most gracious in their support. The new editors welcome your comments and contributions.

The Section's programs in November at St. Louis were well received. Special thanks must go to Drs. Heaney, Niemi, and Waniewicz for their excellent presentations.

Members wishing to make presentations at the Anaheim AEA Conference should send proposals for doing so to me as soon as possible. Deadline for their receipt (by me) is February 28.

There is a continuing need for financial support for MAL. We are maintaining our commitment to provide the journal to AEA members without charge. Donations are not discouraged, however, and may be sent to MAL, c/o its editors at Kansas State.

We welcome the new reviewing editors to MAL. Drs. Merriam and Carlson have distinguished careers in adult education, will greatly assist the manuscript review process, and have already offered sound advice and guidance by which good journals flourish. Two appointments to the editorial board remain vacant, and we are soliciting nominations from the membership.

Throughout the year, the Section has grown. We hope that it may continue to grow and to offer genuine service to its members. In that spirit, we wish you a pleasant 1981, and invite you to let us know your thoughts on how the Section may continue to serve the field.

David C. Williams, Ph.D.
Section Chairperson

THE PEDAGOGY OF COMMUNICATION:
CONSCIENTIZATION THROUGH MASS MEDIA

David G. Gueulette
Northern Illinois University

In spite of the controversy which persists in the United States and elsewhere over the process, content, and especially "politics" of Paulo Freire's method for promoting adult literacy, it is probably correct to assume by now that many adult educators are interested in applying all or part of his approach to their own teaching strategies.(1) For Freire, literacy encompasses both basic reading and writing skills as well as an ability to know and cope with reality in the everyday world.

The ideas set forth in this paper are derived from Freire's theory of literacy training and suggest means by which effective teaching strategies can be developed through popular mass media techniques for the enhancement of conscientization or critical consciousness among adult learners.

Efficient media techniques can lead to the emergence of critical consciousness and thus to re-socialization or meaningful change in the viewpoints of adults.

Mass media for conscientization may be applied by adult educators not only to the initial phase of literacy training, which Freire has termed alphabetization, but more especially, in the United States, to the second phase of literacy training--post-alphabetization.

In the United States, the post-alphabetization phase of Freire's literacy training program seems to be most important. In this phase, one assumes that adult learners have some general knowledge of their language and some ability to read and write, although they still lack a complete understanding of their culture or code. It is the second phase that has attracted the most interest among adult educators concerned with using Freire's method to bring about adult re-socialization or critical change. For example, there has been some recent interest in organizational development programs which deploy group dynamics activities to assist participants in developing a new sense of cultural and individual identity. These programs have effectively utilized Freire's method. Both the alphabetization phase and the post-alphabetization phase, which overlap, are dependent on a unique paradigm which can be characterized as a decodification and subsequent re-codification pattern of learning events.

In the first phase, outside educators with training in educational methodologies, anthropology, and sociology and having a knowledge of adults' community and culture come into a group setting where the adults may be interested in literacy training and begin the process of decodification. Decodification is an attempt on the part of these outside educators: (1) to break down the code or culture of the adults, (2) to question previously taken-for-granted ideas about their way of life, and (3) to identify the extent of their involvement in their own destiny. These ideas are connected with key words to bring about an

awareness of their ability to learn to read and write their own language. The criteria for the selection of these key words will be discussed later.

After the adult learners have gone through a process of decodification, examining essential ideas about their culture via pictures, slides, films, audio tapes, diagrams and other media, they can go about the process of re-codification. During the initial phase of decodification, the use of mass media can be extensive. For example, newspaper pictures can be used to highlight current living conditions. Movies, radio and television broadcasts can be used to affect contrasting cultural myths with reality. Newspapers are especially useful when it comes to pointing out the contradictions between what is written or seen and how one actually feels or perceives one's reality.

The successful use of mass media at this point can have a dramatic effect in motivating adults to learn to read and write. After adults have begun to understand their relationship to their society and are beginning to break down some of the old codes, outside educators select twenty or so key words termed generative words which can be easily taught. These words come from what Freire calls the "minimum linguistic universe" and are chosen according to several criteria: (1) the adults' familiarity of the spoken word; (2) the phonetic richness of the words; (3) gradualism or the progress of words from the simple to the complex in structure and concepts represented. The last criterion is the extential or affective resonance of the word. This means that the word evokes a strong emotional response that is related to the decodification process. If these criteria have been applied and the twenty or so generative words have been appropriately selected, the ability to read and write can be more readily acquired.

At this point in the process of introducing generative words to adult learners, the element of visualization using mass media becomes particularly important. For example, the words broken down by syllables can be presented by visuals from films, posters, television or newspapers. And perhaps the more dramatically the words are presented, the greater effect they will have on the adult audience. For example, if a newspaper picture of a slum is shown along with the written word "slum", the learning of the word can be hastened and may be longer lasting.

For adult educators in the United States the post-alphabetization phase of Freire's literacy training program is probably the most appealing.(4) For it is in this phase that one assumes the adults in the program have some general knowledge of their language and some ability to read and write, although they still lack a complete understanding of their culture or code.

Within the post-alphabetization phase are incorporated the generative themes which emerge from the experiences of the adults in a community in the same way generative words are derived in the alphabetization stage. These themes are taken from what Freire called the "minimum thematic universe" and, here again, the same general criteria that applied to identifying generative words apply to generative themes. In other words, they must be familiar concepts. They must have a phonetic

richness, that is themes that are capable of leading people to a perception of reality. They must also represent a totality of ideas or be capable of representing a complete concept while constituting part of a

larger scene or idea. They must be gradual so that they lead from easily acquired concepts to more complex or difficult notions of one's reality. And, finally, they must have an existential or affective resonance, that is they must have the capacity to elicit a strong and genuine emotion on the part of the adults.

At this point, mass media can be especially useful in bringing about critical consciousness or critical change in a group situation in the same way newspapers, film, and television might have been used to bring about an understanding of key words in the alphabetization phase. In the post-alphabetization phase, mass media can bring into clear focus the contrasts between how the world is reported in the mass media and how it is actually lived by adults.

There is a long history of using mass media effectively in education emphasizing films, radio, television, newspapers, and so on to bring about desired understanding of valued ideas with individuals and in group settings.(2) These programs were especially useful if the participants had the opportunity of evaluating the mass media presentation in group discussion and evaluation. Wilbur Schramm has presented the classic data on this approach as it was applied in the use of radio broadcasts for education in developing countries.(8) Additional research suggests that both traditional and new mass media can be used effectively in a variety of educational programs.(4)

In addition to the extensive use of existing mass media to promote generative themes and encourage conscientization, it would be very useful to develop ways for adults in their post-alphabetization phase to learn the media equivalents of reading and writing, for example, critical viewing and listening techniques and basic media production skills.

This attempt to create critical skills for dealing with the mass media is certainly an essential ingredient of "Big L" literacy as expressed by Freire. In this way, adults are encouraged to "speak" in the mass media as they were prompted to "speak" in the process of learning to read and write.

One example of an effort to empower adults to "speak" with the media is the use of portable television videotape equipment for political and social intervention and collective critical consciousness. Instead of simply recording and replaying events as documentation or reportage, the act or process of televising the events becomes an event in itself. It is a "media event" in which the participants learn something of themselves and the nature of the television medium and its process. Participants define the new reality by mediation of video recording and playing equipment.

Ted William Theodore, of Chicago's Communication for Change, has developed a variety of specific ways that people in groups can use television as a technique to raise consciousness and bring about critical change

and social reform. His methods include the use of television to identify and clarify feeling about desired change, to share identified needs with authorities, to create conflict that can result in a clarification of values and issues, to develop a visual documentation of problems and possible solutions, to record actual conditions that may put ideas or criticisms in perspective, and to share the media experience for specific understanding of the media process and implications of the process.

However, there are some inherent dangers in the application of mass media that must be considered. For example, the use of television to enhance Freire's method may have damaging effects. It may encourage a lack of personal involvement, generate participant hostility, or cause noise or interruption or distorted communication. There may be a contradiction in the application of a medium such as television for a purpose such as consciousness raising if television is unidirectional, mechanical, and bound by the restrictions of the medium. (These restrictions are central control of distribution, restrictions of the cameras' interpretations of visual phenomena, the camera operator's biases, and so on. These are defined by McLuhan, Gattegno and others.) However, the use of mass media need not be abandoned simply because it presents some danger as long as we bear in mind that the effectiveness of mass media as a teaching tool demands its judicious use.

Another danger in the application of mass media for a teaching method such as Freire's is that the entire approach could be co-opted by an elite group to oppress populations in the same way people are oppressed now in various political and economic situations.

In his article "Freire, Conscientization and Adult Education," Lloyd notes the following: "There is the danger that in its (Freire's method) institutionalization and its unreflective serving of middle-class interests, it may become a tool for social control--or in Freire's terms--that it may adopt the 'banking' concept of education." (5) He goes on to say that there is the danger that conscientization may become simply one more tool in the hands of those who wish to manipulate others out of their own interests, even where they view this as a serving broad social needs which they determine for the rest of a passive, dependent society. (8)

But it seems there is no question that humane, understanding educators should be involved with Freire's method and should also be interested in applying specific tools such as mass media for the implementation of that method. Certainly, mass media would be a very effective means of promoting several aspects of Freire's method.

Critical judgment does need to be exercised in the development and use of any mediated experience. Thus, selected mass media, those that are utilized because they support genuine human interaction and understanding, should be incorporated into the learning situation only after careful consideration. Perhaps the most important point concerning the use of mass media for conscientization is that people come to understand that they have the right to speak and to control the media of communication in what may be in the United States a culture of silence.

Educators should be especially aware of the value of using mass media and should go about planning ways of implementing Freire's method and selecting appropriate mass media applications. Even though this goes against what Lloyd calls the laissez faire(7) attitude concerning adult education in the United States and the general inability of adult educators to agree on what their role in education really is. Adult educators should be aware of the fact that education is never a neutral process. As Lawrence Cremin, the president of Teacher College, Columbia, has said: "Any conception of education not tied to questions of societal values is dangerous."(9) If adult educators become committed to change, as they must if they comprehend the real role of education in our society, they should look to Freire and his literacy training methods, seeking ways in which the method can be successfully applied. If adult educators are serious in the use of this approach, they should consider the judicious and humane uses and criticisms of mass media as an effective educational strategy.

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A STUDY OF THE USE AND COST EFFECTIVENESS OF THE
VIDEOTAPE PROGRAM, BASIC EDUCATION: TEACHING THE ADULT

Sandra Gruetter Migocki
Cogswell College

George Y. Travis
The Ohio State University

INTRODUCTION

During a two-year period (1972-1974), The Maryland State Department of Education developed and produced a thirty-lesson videotape series and manual for the training of teachers of adult basic education. The program was the result of a cooperative effort of the Maryland Adult Continuing Education Section of the Division of Instruction and the Division of Instructional Television.

In 1975, this videotape series, Basic Education: Teaching the Adult, was disseminated to the states and territories under a special staff development grant from the United States Office of Education. In the states and territories, twenty-five colleges and universities field-tested the series in college credit classes for teachers of adult basic education. (An evaluation of that project was published late in 1975 and is available through the Maryland State Department of Education).

At the close of the dissemination and evaluation project in August, 1975, the videotape programs and accompanying manuals were placed with the designated chief source of staff development in the respective states. During the 1978-79 school year, a study was undertaken to determine how the videotape series had been used and to determine cost effectiveness of the videotape series among the states where the series was located for use by adult educators.

The study was designed to answer the following questions:

How Has the Videotape Series Been Used?

1. Had the videotape series, Basic Education: Teaching the Adult, been used? In which states and territories had it been used?
2. Since 1975, how had the videotapes been used?
3. By whom were the videotapes used?
4. For what purposes were the videotapes used?
5. Which videotapes had been used and approximately how frequently?
6. Was the accompanying manual used in any of the programs?
7. What plans had been made for future use of the videotape series in the states and territories?

Has the Videotape Series Been Cost Effective?

8. What were the fiscal expenditures of State Departments of Education and local school districts related to:
 - a. Equipment?
 - b. Videotapes?
 - c. Personnel?
9. What cost, if any, had been passed on to the users?
10. Did users of the videotape program consider that format to be a cost-effective method of providing in-service education? Why? Why not?

PROCEDURES

A questionnaire with ten major items was developed for the study. The items provided for fill-in-the-blank responses with open-ended explanations of these responses. The questionnaire and a cover letter were mailed to the Directors of Adult Education in each of the fifty states and six territories. After a follow-up mailing, a total of forty-three complete or partial responses were received--forty from states and three from territories.

For the purposes of this report, twenty-four responses contained usable data except as noted in Table 1. The information related to use of videotape program was tabulated by frequency. For each item, the number of states and territories responding is recorded. The fiscal data were tabulated according to total costs by states and local school districts with a grand total per item and major category.

The subjects responding were predominantly adult educators responsible for adult education staff development at the state/territory level. In some instances the staff development function has been delegated to adult educators (usually professors of adult education) in colleges and universities. Some responses were received from subjects in this category.

How Have the Videotapes Been Used?

The data collected are presented and analyzed according to the question answered.

1. Is the videotape series, Basic Education: Teaching the Adult, currently being used? In which states and territories?

Table 1 shows the status of the videotape series used by the states in 1978-79. Nineteen respondents (seventeen states and two territories) reported current use of the series. Four states reported discontinued use with no plans for further use. Guam planned to review the series in order to determine future use.

In seven states from which responses were received, the program was unknown. Other states failed to respond to the question or provided incomplete data.

Table 1
Status of Videotape Use by States

States Using Series 1978-79		States Formerly Using Series	States Who May Use Series (did in past)
Alaska	Nebraska	Hawaii	Florida
Alabama	Ohio	Illinois	Massachusetts
Arkansas	Oklahoma	Louisiana	Minnesota
Colorado	Oregon	Tennessee	New Jersey
Indiana	Pennsylvania	W. Virginia	
Iowa	S. Carolina		
Maryland	Texas		
Michigan	Puerto Rico		
Mississippi	Virgin Islands		
Missouri			

2. How have the videotapes been used?

Of the twenty-four states which reported their experiences with the videotape program, the most frequently reported uses were in-service program conducted by local school districts and short workshops conducted by State Department of Education. Table 2 elaborates on the responses.

Table 2
How Videotapes Have Been Used

Format of Videotape Program Use	Number of States N = 24
In-service programs conducted by LEA's	17 (71%)
Short workshops conducted by SEA's	16 (67%)
By individuals in resource centers	12 (50%)
College and university courses	9 (37%)
At professional association meetings	6 (25%)
University sponsored workshops	2 (8%)

Respondents identified other uses. Most frequently cited were use by individuals in resource centers, in college and university courses, at professional association meetings and at university-sponsored workshops. Additional uses mentioned by individual states were use with local advisory groups and/or "public relations" meetings by program directors, in-service for non-ABE adult educators, statewide ETV-closed circuit for certificate renewal, short workshops, and pre-service for new adult educators.

The original project was intended for staff development in a higher education setting. That use appears to have continued. The large number of responding states (16 of 24) indicating State-Department-of-Education-sponsored programs suggests that SEA's have retained the major responsibility and cost of staff development.

3. By whom were the videotapes used?

The largest number of respondents (twenty) reported using the tapes with Adult Basic Education (ABE) teachers. Most states indicated more than one use; however, this fact suggests flexibility in the program. The tapes were used by teachers in special agencies and adult education program coordinators (nine each). There were eight reported uses with school administrators and six with regular public school teachers. A summary of this data appears in Table 3.

Table 3
Description of Users of Videotape Program

Type of User (duplicate count)	Number of States N = 24
Special Teachers of ABE	20 (83%)
Teachers in other agencies (corrections, social agencies, etc.)	9 (38%)
Coordinators of Adult Education Programs	9 (38%)
School Administrators	8 (33%)
Regular Public School Teachers	6 (25%)
Teachers in GED Programs	3 (12%)
University Professors	3 (12%)
Graduate Students (in class and individually)	2 (8%)

Eleven additional types of users were identified individually in eleven other states which responded to this item.

Nearly all of the respondents to the question concerning purpose of use (92%) reported using the program for general orientation to teaching in Adult Basic Education. Almost as many respondents, eighteen of the twenty-four (75%), have used the series in teaching skills for ABE instruction. Fourteen respondents (58%) have tried to stimulate interest in Adult Basic Education Programs and teaching with use of one or more of the telelessons.

Table 4
Purposes for Which the Videotape Programs Are Used

Purpose Reported	Number of States N = 24
General Orientation	22 (92%)
Skill Training	18 (75%)
Interest Stimulation	14 (58%)
Other:	3 (13%)
Complement courses/topics in ABE	1 (4%)
Individualized study	

5. Which videotapes have been used and approximately how often?

In order to simplify the reporting, frequency of use of the telelessons was divided into three categories: "little use" meaning one to five viewings, "moderate use" meaning six to ten viewings and "frequent use" meaning eleven or more viewings. The range in frequency of viewing ranged from once only to as many as forty or more. The number of times a telelesson was viewed which was most often cited as three or four. Some telelessons, for example those in skill areas like reading and introductory topics, were most frequently viewed. A few states had used all of the telelessons at some time. Others had used only selected lessons. The general feeling seemed to be that using the total program--thirty half-hour consecutive lessons--was less practical than choosing one or more for workshops or to reinforce workshop topics. Results are shown in Table 5.

Table 5
Number of States* Using Videotapes by Frequency

Videotape Number	Little Use (1-5 times)	Moderate Use (6-10 times)	Frequent Use (11 or more times)	Total States N=24
1	6	4	8	18
2	7	3	9	19
3	6	3	8	17
4	5	2	7	18
5	8	0	9	17
6	8	2	9	19
7	8	3	9	20
8	7	3	8	18
9	8	1	9	18
10	8	1	7	16
11	5	5	6	16
12	5	3	9	17
13	7	2	8	17
14	6	3	9	18
15	7	2	8	17
16	6	1	8	15
17	8	1	7	16
18	8	2	6	16
19	7	1	11	19
20	7	0	11	18
21	7	0	8	15
22	8	1	7	16
23	7	0	11	18
24	8	2	7	17
25	7	1	9	17
26	9	1	7	17
27	8	0	7	15
28	9	3	5	17
29	8	2	7	17
30	10	0	6	16

*States implies all states and territories of the United States

6. Was the accompanying manual used in any of the programs? How?

The manual was used by nineteen (79%) of the reporting states and territories. Three (13%) did not use the manual. One (4%) did not know if the manual had been or was being used. Table 6 summarizes this data.

Table 6
State Use of Accompanying Manual

Response	Number of States N = 24
Yes	19 (79%)
No	3 (13%)
Unknown	1 (4%)
No Response	1 (4%)

Table 7 indicates the way in which the manual was used. The use cited most often was as a guide or resource for students and faculty. The second greatest response indicated use of the manual as a reference/resource for discussions prior to and following viewing of a lesson.

Table 7
Uses of the Telelesson Manual

Kind of Use	Number of States N = 24
Teacher/Student guide or supplement	5 (21%)
Reference for discussion (pre- and post-viewing)	3 (12%)
Required text	2 (8%)
Teacher resource only	2 (8%)
To structure proper use of telelessons	2 (8%)
Student resource (independent viewer) only	2 (8%)
Referral resource	1 (4%)
Orientation/In-service/Skill Training text independent of videotaped lessons	1 (4%)
Evaluation of effectiveness of videotapes related to specific training goals	1 (4%)
(No use made of the manual in 5 states)	

7. What are the future plans for use of the videotape series in the states and territories?

This question is answered according to each state's response.

Alaska: May be offered as the core of a three-credit course at Alaska Methodist University or at the University of Alaska. Only certain tapes will be used. It will also continue to be available for independent users as part of the resource library at the staff development program office.

Alabama: For graduate level adult education courses, and in training the in-service teacher to work with adults as learners. Several tapes (e.g. #24 and #26) will be used by people in supervisory positions.

Arkansas: Graduate course in teaching educationally disadvantaged adults for general orientation and to stimulate interest.

Colorado: As an in-service aid, for orientation, and for professional adult education majors at the university level.

Hawaii: None

Illinois: None

Indiana: Use will be increased by some sort of "awareness session" for local program administrators regarding in-service--use of higher education telecommunication network (closed circuit) for workshops.

Iowa: Tapes available to all of the state GED coordinators for in-service use and as an integrated part of a university course on the introduction of adult basic education teaching.

Louisiana: Not at this time. Note: Three university professors at three different state institutions of higher education have access to the tapes and may be using them.

Maryland: Ten-year life with possible revisions in 1981 or 1982.

Michigan: Selected tapes used by University of Detroit personnel during an Adult Basic Education two-week workshop during Summer, 1978.

Mississippi: Tapes are very useful for beginning teachers. Tapes will be used for this purpose primarily.

Missouri: Continued use in orientation and in university course, "Foundations of Adult Education."

Nebraska: Continued special use of various tapes on demand (and need).

Ohio: The state newsletter will continue to promote their availability; available upon request from LEA's.

Oklahoma: No response.

Oregon: University courses and in-skill training, orientation, and general interest.

Pennsylvania: Continue using the tapes with in-service programs for ABE, GED vocational and public school professionals, and for in-service at higher education institutions as well.

- S. Carolina: Continue for staff development for all teachers.
- Tennessee: No response.
- Texas: Use them for local in-service. A few tapes are not applicable to Texas. Tapes available for loan by local programs. Also, some tapes will be used by Texas A & M University in conjunction with the teacher-training modules developed there under a project funded by the State Department of Education.
- W. Virginia: Do not have access to tapes. May acquire some or all of tapes in the future.
- Puerto Rico: To translate into Spanish some of the videotapes geared to orientation for new personnel such as adult Spanish teachers, counselors and administrators. To reproduce the videotapes that have mostly been used by institutions and local agencies when in-service programs and general orientation occur simultaneously. To maintain a substitute videotape set in a safe place for emergency use.
- Virgin Islands: Future plans include the training of work-study students who will work as volunteer tutors of adults in basic skills (Level 1). Plans are also being made to develop a staff training program in September, 1978, with a full-time staff development person to cover teacher training in the Adult Education program for the three islands. The personnel of the State Corrections Education program (academic unit) will also utilize the videotapes in training sessions.
- Guam: Plan to review for future use.

Has the videotape series been cost effective?

8. What were the fiscal expenditures of State Departments of Education and local school districts related to:
- Equipment?
 - Videotapes?
 - Personnel?

Responses in this section related to equipment were few. Only eight (33%) of the states and territories reported any equipment cost to the state and local agencies. The major expense was for equipment. One state bought three complete sets, playback unit and monitors, but gave no price. Another state reported some travel costs accrued by a university in transporting equipment. Table 8 shows the dollar amounts expended.

Table 8
Equipment Expenditures

Item	State	Local	Item Total
Initial Purchase/Rental	\$16,100.00	\$ 800.00	\$16,900.00
Equipment Maintenance	50.00	150.00	200.00
Equipment Replacement	--	--	--
Equipment Transportation	100.00	200.00	300.00
Total by Agency	\$16,250.00	\$1,150.00	\$17,400.00

In the section of question 8 related to the videotapes, ten or 42% of the responding states and territories reported expenses incurred. The most frequently reported cost was for postage. The largest amount was for reproduction* of tapes but occurred in only two states. (Some states indicated that LEA's had duplicated some telelessons but costs were not reported.) A summary of the expenses in this category appears in Table 9.

Table 9
Videotape Expenditures

Item	State	Local	Item Total
Reproduction	\$ 4,949.50	\$ --	\$ 4,949.50
Repair/replacement	425.00	--	425.00
Postage/freight	300.00	360.00	660.00
Mailing containers	60.00	100.00	160.00
Total by Agency	\$ 5,734.00	\$ 460.00	\$ 6,194.00

Five states reported costs incurred related to personnel. One state included cost of one professor at \$20,000.00, and one state paid \$900.00 for broadcast time. All other costs were related to special preparation of personnel for using the program. Table 10 presents a summary of this information.

Table 10
Personnel Expenditures

Item	State	Local	Item Total
Special technical training	\$ 1,000.00	\$ 50.00	\$ 1,050.00
Hiring of technicians	--	--	100.00
Broadcast time	900.00	--	900.00
Teaching personnel	20,000.00	270.00	20,270.00
Total by Agency	\$21,900.00	\$ 420.00	\$22,320.00

*Note: Reproduction of the telelessons is not legal without permission from the Instructional Television Division of The Maryland State Department of Education.

9. What costs, if any have been passed on to the users?

No dollar amounts were requested for this question. Respondents were asked simply to indicate the type of expense. Only two kinds of expense were reported. Seven states indicated that users were responsible for postage. One state requested that teachers purchase a manual at \$6.00 each.

10. Did users of the videotape program consider that format to be a cost-effective method of providing in-service education? Why? Why not?

Twenty states provided answers to this question. Sixteen believed that the videotape format was cost effective. Listed, according to response, positive or negative, are the reasons provided by the states and territories.

Positive Responses

- a. With respect to training, the tapes are useful with people who respond to the audio-visual format. Secondly, they are somewhat of a novelty. These two factors may motivate viewers. It seems that some of the information presented stimulates further inquiry. Evidence of this is increased use of our professional and curriculum library from viewers. Good with relatively inexperienced teachers in urban area but not with native Americans in small villages.
- b. To the university in that it provides the equipment necessary for use.
- c. From my experience, the videotape format appears to be a cost-effective method of providing in-service training.
- d. In a state where many rural areas need assistance, the tapes are useful.
- e. Videotapes are effective if open broadcasting is utilized. Using the public ETV allows for flexible viewing and accommodates unlimited numbers of teachers in remote areas of the state. A major problem is conducting an effective evaluation.
- f. Assures a common basic understanding of teaching ABE.
- g. The tapes were borrowed from MDE and equipment was available; the cost was minimal.
- h. Only if you have a good instructor.
- i. High quality, high interest material. Drawback is that equipment is not always available.
- j. However, little use has been made by people in the field. Very helpful and most effective way to provide services in rural and outlying areas of the state.

- k. Some tapes are good, whereas others were found to be of little value to Texas. The format is good. The manual is good.
- l. Can be done in smaller groups. Saves time and travel. Saves consultant and related costs.

Negative Responses

- a. The equipment is cumbersome to haul around to viewing sites and LEA's cannot afford to own the equipment; therefore, the tapes don't get used.
- b. It's been cheap but also not too highly utilized. And we didn't have to buy the initial set. A rather comprehensive needs assessment in our state shows that films are generally more likely to be used because of availability (accessibility) of equipment, transportability (regular film mailing service) and size of audience.
- c. Program is weak in many areas and does not project specific program development concerns. Awareness is good.
- d. 16mm would do just as well and most institutions have the projector.
- e. The videotapes are used as a complement for the free program services of the SEA.

It appears that the major objection to the program is the availability and portability of equipment. It was also noted by one state that purchase of videotape programs is expensive. However, cost of a thirty-minute telelesson is considerably cheaper than a thirty-minute, color, 16mm film. In states where closed circuit TV is available, this format seems especially economical.

SUMMARY

The 1974-1975 dissemination and evaluation grant from the U.S. Office of Education to the Maryland State Department of Education, Adult Education Section was in the amount of \$147,662. The two largest line-item amounts were salaries and sets of tapes and manuals. This came to nearly \$112,000. The other costs such as travel and supplies were special to the project. A state using a televised program for in-service education would be able to limit unusual costs to acquisition of tapes and manuals. Salaries for persons providing the staff development program would likely be a cost already assumed in the annual budget of an SEA or LEA. As the cost of acquisition of tapes has not yet been a factor in most states, it should be considered in the future.

The cost per videotape at the time of the '74-'75 project was \$90 per unit. Even with the increase in costs over the past three years, one could not purchase an equivalent 16mm film nearly as inexpensively.

This cost-effective comparison brings the researchers to review the findings in the study.

1. Total cost to twenty-four reporting states and territories over three years was \$45,914.00 or \$1,913.10 per state.
2. Of the twenty-four reporting states and territories, twelve or 50% reported no expense beyond minimal postage fees.
3. The majority of expenses were one-time purchase of equipment or duplication of tapes.
4. Equipment expenditures of \$17,400 occurred for only eight (33%) reporting states and territories with an average cost of \$2,175 each.
5. Videotape-related expenditures omitting the one-time cost of reproduction (\$4,949.50) was \$1,245.00 for ten respondents--an average of \$124.50 per state/territory.
6. Personnel expenditures were skewed by one \$20,000 special salary. Assuming no hiring of additional personnel, cost to the five states and territories was \$2,320 or \$464 each.
7. Therefore, given that the videotapes were provided through a federal grant, the costs to the states and territories has totaled \$20,965 and averaged \$873.54 each after adjustment for one-time expenses.
8. All videotapes have been utilized to some extent in the twenty-four responding states and probably in at least four others.
9. Nineteen states and territories definitely use the program and four more probably do.
10. Major uses for the program have been and continue to be as individual videotapes/topics in staff development workshops, graduate courses, orientation and teacher skill development.

CONCLUSIONS

Based on the data reviewed above, it seems that the videotape format is feasible and within the economic grasp of states and territories. The content of the program may need individualizing in certain geographic, sociological areas. Thus, the future use of this program, Basic Education: Teaching The Adult, may be limited to the states now having access to it. However, the format seems to provide a reasonable and promising resource for staff development--particularly in areas of low population density and among widespread geographic areas.

BOOK REVIEW: THE FREE UNIVERSITY: A Model for Lifelong Learning

AUTHOR: Bill Draves

PUBLISHER: Association Press, Follett
Publishing Company

DATE: 1980

COST: \$12.95

Every now and then, a fad manages to hang on long enough to become a relatively permanent aspect of the culture. Draves' book insists that the "Free University" is one of these anomalies. In less than 300 pages of lucid prose, he reviews the brief past of these enterprises, their current status, and a projection of their future. As a bonus, he devotes about 70 pages of "How to do it".

What purposes are served by this book? There seem to be three major themes which answer this question. First, there are vast learning needs among adult citizens which have not been satisfied by our formal educational structures or by more traditional forms of adult education. Second, there are some truths about learning and teaching which challenge the potency and legitimacy of established educational systems. Third, answers which free universities have uncovered during the past 15 years are available to those willing to learn from the failures and achievements of the past.

How well does it succeed in serving those purposes? On balance, pretty well. The first and third are supported with some persuasive logic, a few facts and figures, and the experiences of a number of free universities. The messianic aspirations of the second, on the other hand, were not fulfilled--at least, not for me.

The first free university was established at Berkeley as an outgrowth of the Free Speech Movement (and, more generally, protest against the educational and other "establishments"). Although it collapsed from a combination of factors (a negative image among community leaders, poor management, financial woes), it helped inspire the founding of numerous counterparts throughout the nation. The survivors have followed one of three patterns of organization--the campus/community model (like Baltimore Free University), the independent fee-charging model (like the Denver Free University), and the rural small town model (like the Clay County Education Program). While these models answer many questions differently (fees, management structure), they each support the three philosophical cornerstones of the free university movement identified by Draves as "Anyone can learn", "Anyone can teach", and "Responsibility for learning belongs to the participant and teacher", not the organization.

Draves succeeds in portraying the movement as an underdog whose idealistic underpinnings were vulnerable to the harsh realities imposed by materialistic society and an entrenched educational establishment. Life expectancies were indeed very short in the early years, and such keen observers as the New York Times wrote what turned out to be premature obituaries in the early '70's. The odds were defeated, Draves concludes, because these enterprises have created history rather than drifted with it. In support of this contention, he identifies the continuous shifting in major content foci from political concerns

(1966-68) to environment (1970-72) to interpersonal relations (1974-76) to practical self-development (1978-80).

The book abounds with intriguing examples of course offerings and unique educational experiences (Tax Collecting for Fun and Profit, Beekeeping, Cooking with Seaweed). Draves credits a fierce adherence to grass roots organization and local initiative ("ownership") with the movement's considerable success in meeting hitherto unrecognized educational needs. Recent surveys estimated that there were about 200 free universities and "learning networks" with a total enrollment exceeding 300,000. Impressive as those figures are, they still place free universities well back in the pack of agencies facilitating adult learning on a non-credit basis.

The author is a "true believer". His enthusiasm for and faith in the movement permeate the book. While readers will find such conviction laudable and, at times, inspiring, it inevitably leads to some instances of short-sightedness and narrow mindedness. Examples are found throughout those sections where the author addresses: principles of learning and teaching. "Education that is determined and enforced by external forces is neither positive nor growth-producing". "Teachers in formal institutions of learning respond more to administrative interests than to student concerns". On occasion, recognition is given to the idea that free universities promote and facilitate types of learning which differ in purpose and intensity from those provided by colleges and universities. Draves envisions coexistence between "community-based" (free university) and "institution-based" (establishment) in the delivery of "life-long learning", but one gains the impression that this concession reflects his political acuity more than his philosophical commitment.

Perhaps the strongest section of the book is that which deals with "How to do it". Particularly for those interested in getting a free university started, the chapters on "How to start a free university" and "Keys to success" are worth much more than the modest cost of the book. The author draws on hard-earned experience to identify the main reasons free universities fail. And this same source provides sound advice on a generalized approach to establishing a learner-oriented educational operation. Appropriate emphases are given to the need for people dedicated to "personal development" ideal and to the practical details and conditions which determine whether or not initial enthusiasms can be sustained.

People have always learned from their friends and neighbors. The development of a professional superstructure to deal with EDUCATION has tended to attenuate the recognition and utilization of these resources. As free universities have evolved through the past two decades, then have revived and enhanced this vital means of learning. This book is a timely reminder that there are sound, practical mechanisms for facilitating life-long learning which require goodwill more than money, ideas more than bureaucratic structure, self-help more than experts.

The book will be a valuable addition to the libraries of those concerned with human development, staying alive, and building "community". It will not revolutionize education and learning processes, as the staunchest advocates of free universities hope. But it offers assurance

that life can be made richer and more meaningful even in the face of society's dehumanizing systems.

Reviewer: Donald P. Hoyt
Director, Educational Resources
Kansas State University

From the International Council for Adult Education:

MASS MEDIA - GROUP LEARNING CAMPAIGNS

A Comparative Study, Publications, and Training Project

Over the past four decades there has been considerable experience with the mass media - learning group programmes. Beginning in the 1940's with Farm Forums in Canada, supported by the study circle experiences of Sweden, media forums have been used in many other parts of the world (including India, Pakistan, Indonesia, Ghana, Nigeria, Malawi, Zambia, Costa Rica and the West Indies). Radio Schools, first pioneered in Columbia, have been widely adopted throughout Latin America as a means of providing year-round education on a variety of subjects to people living in the rural areas. The radio Clubs in West Africa demonstrate another approach to a sustained, year-round rural education programme involving the mass media and learning groups.

More recent approaches to mass education, particularly in Africa, have followed a campaign format; short, intensive programmes focusing on a specific topic. National and regional radio learning group campaigns have, for example, been run in Tanzania and Botswana. Campaigns have the advantage of being able to mobilize relatively quickly a large number of resources to deal with problems of a specific and urgent nature that affect vast numbers of people.

Interest in a mass campaign approach to nonformal education continues to grow. The massive problems of poverty and deprivation that exist in many parts of the world can be effectively dealt with only on a large scale. The mass media coupled with learning groups offers an approach that is appropriate for dealing with many of these problems.

It is important, however, that future campaign activity build on past experience. Strengths and weaknesses in the organization of earlier campaigns need to be examined as a basis for future campaign planning. Experienced personnel need to be identified so that they can assist in developing new programmes.

It is proposed, therefore, to organize a mass campaigns project, involving:

- a) A STUDY that will bring together mass campaign organizers from different parts of the world to share their experience and to make a comparative and critical analysis of mass campaign work, the results of which will be published and disseminated to interested practitioners;
- b) A 'REGISTER' of Third World experience (activities and personnel) in mass campaigns that can be drawn for future activities; and
- c) OPERATIONAL WORKSHOPS on mass campaigns to help train personnel and give direct support to countries and organizations that are interested in undertaking mass campaigns.

This international project based in Africa under the auspices of the African Adult Education Association will be organized with full cooperation of the ICAE, agencies and be administered by a Project Coordinator and two Co-Editors.

As this project is in the planning stages, we welcome comments, suggestions and questions from all interested persons.

Are there any plans in your country or institutions to begin a mass learning group campaign?

Policy & Research in Adult Education

International Colloquium at the University of Nottingham

Sunday, 5th July to Saturday, 11th July, 1981.

Conference Organisers:

J. M. Daines
B. Harvey
D.J. Jones
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The context in which national programmes of adult education are currently conducted is highly dynamic - whether this context is the continuing urgent need for national development or the need to cope with the social and economic implications of rapid technological change. These circumstances emphasise the importance of the link between policy responses and research. The purpose of this colloquium is to provide an opportunity for policy makers, educational planners, senior administrators and research workers in adult education to discuss the challenges which face them.

There will be three main working groups which will focus on the following themes:

1. Adult Education Systems (including finance and organisation)
2. The Role of the Adult Educator (including training requirements)
3. Future educational Needs (including the transition from school to work as well as issues on continuing education)

1. Adult Education Systems

A wide range of possible contributions might be submitted under this heading, ranging from attempts to conceptualise the field of adult education through case studies of successful (or failed) policy initiatives, to reports of research on a specific topic such as the barriers to innovations within an adult education institution. The following list is not exhaustive.

- a) Rationales for adult education
- b) Evaluating adult education and complementary social programmes
- c) Research pressure groups and policy initiatives
- d) The cost-effectiveness of delivery systems
- e) Managing resources and innovation in adult education
- f) Adult education provision and equity.

2. The Future Role of the Adult Educator/organiser

This section attempts to focus on the professional Adult Educator, whether teacher, organiser, or administrator. Contributions might include analyses of their role, case studies of roles within particular organisational structures and attempts to identify future training needs. The following headings may be useful.

- a) The role of teachers
- b) The role of the organiser
- c) The animateur
- d) Future training needs of adult educators
- e) The structure and organisation of training
- f) Content and methodology of training courses

3. Future Educational Needs of the Adult

This section refers to areas of adult education and training which are likely to be most directly influenced by changing social patterns in the near future. Papers are likely to address themselves to policies already adopted to meet changing circumstances such as youth employment and the prospect of structural unemployment, and also the social changes taking place in their wake. Areas of possible interest could include:

- a) School to work
- b) Vocational training and retraining
- c) Non vocational adult training
- d) The adult as a citizen
- e) Education and unemployment

These categories are not intended to be exclusive and the organisers are willing to consider papers in other relevant areas.

It is the intention of the University Department to publish an edited version of the conference papers and proceedings.